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ABSTRACT

This document describes the Resource Agent Program as inaugurated by the Vermont Department of Education. A resource agent is described as a teacher who has developed a program or activity that has been successfully applied in the classroom; resource agents are available to share their ideas, experiences, and some materials with other teachers who are interested in developing similar activities for their classrooms. The process for utilizing the program is detailed as follows: (a) consult the catalog for programs that have been developed; (b) contact the agent; (c) fill out a request form; and (d) arrange visits--the maximum is three. The remainder of this document includes agent biographies, program descriptions, and sample request forms. (JA)

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To Teachers

If any single factor can be said to influence the character of education more than others, that factor must be the teacher. No matter what the system or curriculum may be, it is the teacher who makes it work. In an era of impersonal government and impersonal business, no other institution is more reliant upon human qualities than is education. Students are not computers nor is the school an assembly line. As we in education strive to keep pace with the changes brought about by technology, it is essential that we not lose the vision of education as that relationship between the student and teacher.

Committed to the people who create learning experiences, the Vermont Department of Education has inaugurated the RESOURCE AGENT PROGRAM. Because teachers are looking for fresh ideas that will improve the learning process, the Resource Agent Program offers materials, ideas and a chance to meet with others who share the same enthusiasm for the way that children learn.

WHAT IS A RESOURCE AGENT?

A Resource Agent is another teacher, one who has developed a program or activity that has been successfully applied in the classroom. Resource Agents are available to share their ideas, experiences and some materials with other teachers who are interested in developing similar activities for their classrooms.

HOW DOES R.A.P. WORK?

Because beginning new classroom activities is largely a matter of experience, the Resource Agent Program offers a process that can be tailored to the needs of teachers requesting this service. Using the catalog, teachers can learn what activities Resource Agents have developed. If an activity appeals to an interest or need, then the teacher or group of teachers should initiate a contact with the Agent. Resource Agents may meet with a group of teachers up to three times, and the Agents will also provide some materials that can be used to begin activities in the classroom.

The Resource Agent Program is funded through the Division of Federal Programs. As part of its philosophy of service, the Vermont Department of Education offers the program at no cost to any school requesting the service.

Like good teaching, RAP is a people process. Its usefulness depends on the way that people use it.

John Wincuinas

John Wincuinas
Dissemination Specialist
Vermont Department of Education

HOW TO USE THE RESOURCE AGENT PROGRAM

The Resource Agent catalog contains a summary of each Agent's experience and the educational activity that he or she has developed. The program's usefulness depends on how well an Agent's skills match the interest or needs of those requesting the service. Because there is little "red tape" involved in this program, it is important that both parties be clear about what is expected and what can be offered.

Contacting the Agent: If the services that a particular Agent has to offer are of interest to a group of teachers, then an initial phone contact should be made with the Agent. The Agent may want to know the size of your classes, your instructional approaches, and your expectations from the visits. It is also important that you determine the specific skills or activities that the R.A. has developed. Because Resource Agents are limited to working with three groups of teachers, the information exchanged during this contact will determine whether or not the Agent will be able to respond to your request.

RAP is geared to provide technical assistance and limited materials to teachers seriously interested in beginning some new activity in the classroom. Requests for large in-service type workshops will in most cases be denied.

The Request Form: Once an initial contact has been made and tentative dates have been determined, the Request Form should be filled out and mailed to the Resource Agent. An ample supply of these forms is contained in the back of the catalog. The Request Form is simply a written statement of the purposes that teachers requesting "Resource Shops" have in mind. It is also a means for coordination. Each request for a Resource Agent's services must be signed by a principal or local administrator. The results of any new educational venture cannot be fully realized in a school without the support of key administrative personnel. While a sign-off does not necessarily represent support, it is a means for administrative personnel to become involved in the process of selecting Resource Agents to match the needs or interests of teachers within a particular school. Resource Agents must receive a signed Request Form prior to engaging in any technical assistance activities in any school district.

The Visits: Resource Agents are able to initiate up to three visits with each group of teachers requesting their services. The Agents may visit participating schools twice. A third visit by participating teachers to the Resource Agent's home school is optional. The actual series of visits may be arranged in any manner that accommodates the requesting teachers' needs and the Resource Agent's commitments.

While the design of each "Resource Shop", the series of three visits, will be different, some generalization about the Resource Agent Process may be helpful. The goal of a "Resource Shop" is to aid teachers implementing new activities within the daily classroom curriculum. The role of the Agent is one of technical assistance. Taking into consideration long distance travel, each Agent will be able to spend a full day when he or she visits a school. During this time Agents will have an opportunity to become better acquainted with the operation of the requesting school. Their observations will enable the Agents to present a workshop more in tune with the requesting teachers' needs.

From past experience, it has been learned that Resource Shops performed after school hours are not always as effective as those done on released time. While this is not always a possible condition to arrange, it is desirable. When scheduling a Resource Agent's visit, thought should be given to days on which released time might be provided.

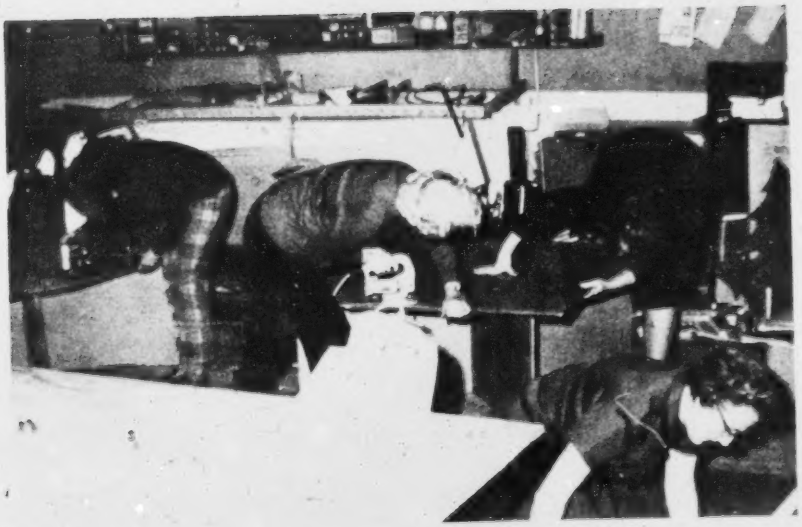
Each Agent will be able to provide teachers participating in a Resource Shop with some materials that can be used to introduce the new activities into the classroom. Of course, the amount and type of materials will depend upon the kind of activity that the Resource Agent has developed. The materials feature of the program is more of an incentive. It should not be expected that the materials which an Agent can provide will meet all the needs of any activity.

The Resource Agent Program has been designed to be a flexible process. The ingredients of a successful "Resource Shop" are the interests and needs of those teachers requesting an Agent's services and the resources that an Agent has to offer. It is the combination of these factors that will result in an effective interchange of ideas and activities.

THE

AGENTS

AND



THE

RESOURCE

SHOP

RESOURCE AGENT: Elsie Hasskarl
RESOURCE SHOP: Mapping Readsboro's Natural Areas
SCHOOL: Readsboro Central School
ADDRESS: Readsboro, Vt. 05350
TELEPHONE: 368-7712

ELSIE HASSKARL has taught at the college and elementary school level since 1956. She received her B.A. in Biology from Lake Forest College, Lake Forest, Illinois and her M.A. from Brandeis University. She has taught science at the Readsboro Elementary School since 1972.

RESOURCE SHOP

Vermont is abundant in natural beauty for appreciation and study. Elsie Hasskarl's 6th, 7th, and 8th graders learned quite a lot about the natural beauty surrounding them, when they began a project entitled, Mapping Readsboro's Natural Areas. Rather than develop a nature trail on school grounds, Ms. Hasskarl took to the woods surrounding Readsboro and had her students map and describe the natural areas already existing. Dividing students into three groups for each outing, Elsie Hasskarl helped students develop mapping and measuring skills, compass reading and metric skills. While the first group of students recorded the topography, a second group observed the environment -- recorded natural phenomena, such as stream flow, height and diameter of trees, and geology. Still a third group investigated any objects of local history found in the vicinity. Ms. Hasskarl will be able to assist any interested teachers to develop a similar environmental program. Her technical assistance will include choosing an area from aerial and topographic maps, preparing for the first outing and planning the trip.

WILLIAM HAINES has taught social studies at the secondary level for seven years. Bill received his A.B. from Hamilton College and his M.A. from Columbia University. He has been Chief Counselor for the American Legion Green Mountain Boys State for five years and a member of the State and National Council of Social Studies. Bill is presently teaching at Montpelier High School, Montpelier, Vermont.

RESOURCE AGENT: William Haines
RESOURCE SHOP: Lessons in Democracy
SCHOOL: Montpelier High School
ADDRESS: Montpelier, Vt. 05602
TELEPHONE: 223-6366

RESOURCE SHOP

Following the model of Boys State, Bill Haines has developed a social studies program for a high school curriculum. "Lessons in Democracy" is a simulation exercise designed to connect a practical political experience with the study of state and local government. The entire political process from election to lobbying is researched and role played by students as they make policy and decisions about current problems facing government institutions. Through his experience, Bill has developed a course outline, materials and a knowledge of the organization that this type of program requires which could be helpful to teachers planning a similar activity.

RESOURCE AGENT: Lois Rogers Sargent
RESOURCE SHOP: Orleans Central Reading Program
SCHOOL: Orleans Central Supervisory Union
ADDRESS: Orleans, Vt. 05860
TELEPHONE: 754-6945

LOIS SARGENT has some thirty years experience in public schools. Lois has taught eight grades in elementary school from one room school houses to more contemporary schools. She has been an elementary principal and for the last two years has been an administrator of a Title I program. During these experiences, Lois has developed individual reading programs, curriculum guides and aided in the development of the Vermont Design in Orleans, Vermont. Lois is a member of the Vermont Council on Reading, New England Reading Association and the Right to Read Planning Committee. Her present position requires that she aid teachers in individualizing programs, planning and organizing materials and supervising reading instruction.

RESOURCE SHOP

Individualizing reading at the primary and elementary levels is a time consuming process, until you get used to it. Lois Sargent has implemented an individualized reading program in the primary and elementary grades in the Orleans Central School District. Her workshops will focus upon the necessary steps that any teacher must take to organize an individualized program in reading. Beginning with sequencing of skills and the preparation of instructional objectives, Mrs. Sargent has developed a comprehensive reading strategy that includes the identifications of individual student abilities and deficiencies. The development of instructional materials designed to promote a variety of choices for students practicing specific skills and some techniques that can be put into use for recording individual students progress through the sequence of skills are also areas which Mrs. Sargent can share materials and experiences with interested teachers.

RESOURCE AGENT: Tom Ziter
RESOURCE SHOP: Simulated Instruction
SCHOOL: Edmunds Junior High School
ADDRESS: Burlington, Vt. 05401
TELEPHONE: 878-2776

TOM ZITER graduated from St. Michaels College in Winooski, Vermont in 1968 with a major in Biology. He began teaching at Edmunds Junior High in Burlington the same year as a 7th and 8th grade math and science teacher. Tom is an experienced social studies teacher, as well as having developed a simulated or model city approach to teaching social studies.

RESOURCE SHOP

"I do and I understand" is a phrase that describes much of the thinking of contemporary education. A Model City is Tom Ziter's method of linking learning and living together. Using the problems and challenges of modern community life, Mr. Ziter has developed a classroom approach for grades 4-12 that involves them in problem solving situations. Designed to develop math, science, communication and social skills, the Model City program allows students to transact the financial business of community life. Group problem solving experiences are initiated by means of "chance cards" introduced by the teacher. Refining this program over a number of years, Mr. Ziter is able to offer interested teachers practical suggestions, materials necessary to begin a model city in the classroom and helpful suggestions for the teacher in this interactive process.

LIZ ROSENFELD has been the Co-Director of the New School in Plainfield, Vermont for the past three years. She holds a certificate as a Montessori instructor and has practiced Montessori methods in Milwaukee, Wisconsin, as well as in Vermont. Liz has also served on the Goddard College Board of Trustees.

RESOURCE AGENT: Liz Rosenfeld
RESOURCE SHOP: Education Through Sensory Awareness and Reinforcement
SCHOOL: The New School
ADDRESS: Plainfield, Vt. 05637
TELEPHONE: 454-8504

RESOURCE SHOP

Montessori philosophy and methods stress that children learn through movement and manipulation, through 'thinking with the senses', from concrete experiences to abstract thinking. Liz Rosenfeld will demonstrate some specific Montessori materials and will show the adaptability and applicability of these in an established classroom without necessitating the purchase of the special Montessori materials. Because discrimination is an important part of cognitive learning, the Montessori method keys on sensory abilities to distinguish color, sound, shape, size, texture and number.

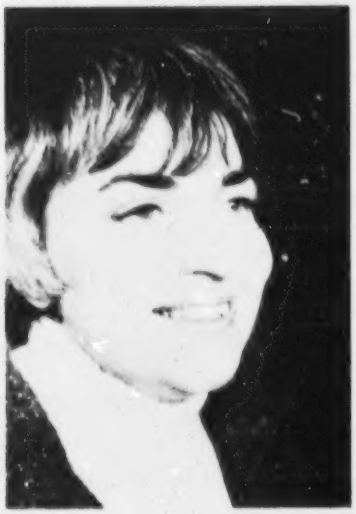
The Montessori approach is especially adaptable to todays interest in individualized learning. An awareness of the Montessori approach can aid teachers in structuring experiences which enhance a child's sense of accomplishment and success. Since some of these concepts involve the establishment of a "child-space environment" Liz will also explore ways of structuring classroom space to facilitate learning experiences.

ROBERT WYNNE has been a high school science teacher since 1967 and is currently the Math and Science Department Head for Poultney Junior and Senior High School. Bob received his B.S. in Mechanical Engineering from Bucknell University in 1949 and has had extensive business experience as an engineer and mechanical designer.

RESOURCE AGENT: Robert Wynne
RESOURCE SHOP: Career Awareness for the Educationally Uninvolved
SCHOOL: Poultney High School
ADDRESS: Poultney, Vt. 05764
TELEPHONE: 287-5861

RESOURCE SHOP

Career Education is a much used and abused terminology in todays curriculum planning. But for the academically uninvolved student, it may be the most important part of an education. How do turned off students gain an interest in some part of their high school experience? With the aid of a mini-grant, Bob Wynne has developed a program which provides exposure and practical, as well as theoretical experience for students in a variety of career areas. Using a team teaching approach, Bob and his colleagues planned and implemented a curriculum including plumbing, construction and electronic assembly, farming, heating and airconditioning, audio-visual equipment repair, engine repair and landscape gardening. Because this course was offered to students from a small high school not attending an Area Vocational Center, the resources of the community played an important part of the course. Bob would be able to provide help in the planning of a similar course, analysis of space and facility requirements, scheduling problems, equipment costs, and evaluation to teachers interested in guiding educationally uninvolved students in a direction that may be profitable to them in the future.



RECILLE HAMRELL has thirteen years experience in education as a speech pathologist. Recille has a B.S., M.S., and some three years of post-graduate work in speech pathology, child psychology and child development. She has worked in Chicago, Minneapolis, Burlington, Essex Junction and has been Director of Language and Speech Services, Chittenden South Supervisory District, Hinesburg, Vermont since 1972.

RESOURCE AGENT: Recille Hamrell
RESOURCE SHOP: Language and Speech Service
SCHOOL: Hinesburg Central School
ADDRESS: Hinesburg, Vt. 05461
TELEPHONE: 985-3356 or 482-2108

RESOURCE SHOP

"What does a pupil bring to reading?" is the theme of two mini workshops. Each will consist of an introductory presentation and a demonstration using pupils. Topics presented will be: the psycho-linguistic-Piagetian view of reading, articulatory proficiency, language development and auditory perceptual skills.

At the completion of the two mini workshops, teachers will be able to:

a) Screen first grade and kindergarten pupils for language, speech and auditory perceptual disorders using the CSSD Language and Speech Screening Form.
b) Identify a child with an articulatory disorder, predict his readiness for remediation and design a therapy program.
c) Identify the difference between a syntactic (grammar) and semantic (meaning) language disorder, observe syntactic and semantic stages in development and utilize diagnostic tests and remediation procedures for language disorders.
d) Identify a child with an auditory perceptual disorder, analyze auditory perceptual skills and utilize diagnostic tests, remediation techniques and materials on children with auditory perceptual disorders.

RESOURCE AGENT: Richard Page
RESOURCE SHOP: Simulated Field Activity
SCHOOL: Milton High School
ADDRESS: Milton, Vt. 05468
TELEPHONE: 893-4361

RESOURCE SHOP

As knowledge expands, the demands placed upon high schools to institute courses in new fields becomes more urgent. Richard Page, a social studies teacher in Milton, Vermont has used his own interests to develop a new course for his students. Simulated Field Archeology is an activity oriented approach to the study of man's culture. The major objective of this course is to involve students in a study of pre-history, history, or post-history through the creation of a simulated culture. Using the principles and techniques of field archeology, students initiate the processes of burial, recovery and analysis of artifacts representational of simulated cultures. Teachers involved in workshops offered by Mr. Page will become familiar with procedures for creating cultures, dig techniques, use of topographic maps, compass and field records. Through this course, Mr. Page has introduced students to photography and analytical thought processes, as well as working on writing skills.

RICHARD PAGE has five years experience in secondary education. He received his B.S. from the University of Vermont in 1968. He is a social studies teacher, U.S. History, World History, and Anthropology teacher, with a strong interest in anthropology. Richard has taken a graduate course in anthropology at the University of Vermont which has led him to develop a simulation course in anthropology. Richard is presently teaching at Milton High School.

RESOURCE AGENT: John Muzzey
RESOURCE SHOP: Experimental Mathematics Lab
SCHOOL: Lyndon State College
ADDRESS: Lyndonville, Vt. 05851
TELEPHONE: 626-3335

RESOURCE SHOP

JOHN MUZZEY has taught high school math for seven years and has worked at Lyndon State College in math and teacher education since 1967. John received a B.Ed. in 1960 from Keene State, M.S.T. from the University of New Hampshire, and his Ph.D. from the University of Oregon in 1973. Teaching at Lyndon State, membership on various educational committees and leading math workshops for the last eight years, has given John broad experience in math curriculum and teaching practices. John is also the director of the East Burke Experimental Mathematics Laboratory at the East Burke Elementary School, East Burke, Vermont.

John Muzzey can offer a great deal to the classroom teacher in math. Math can be taught in many ways, using many kinds of materials and types of classroom organization. John has in-depth knowledge of techniques, materials -- both teacher-made and commercial -- that can help in implementing activity oriented or individualized math programs. John is able to adapt new practices to traditional classroom environments or those which are less traditional. Some, but not all of the areas that you might choose are listed below:

1. individualized curriculum
2. activity oriented math curriculum
3. practices for developing basic skills
4. materials -- commercial and teacher-made
5. practices in the development of math concepts
6. math games and activities
7. classroom practices and record keeping

MARION BEARDSLEY received her B.S. from the University of Vermont in 1947 and her M.A. from the University of Miami in 1971. She has taught at both the elementary and secondary level. Primarily an English teacher, she has directed drama as an extracurricular activity for fifteen years. She initiated a summer childrens' theater now in its third year of operation.

RESOURCE AGENT: Marion Beardsley
RESOURCE SHOP: Theater Arts Elective
SCHOOL: Springfield High School
ADDRESS: Springfield, Vt. 05156
TELEPHONE: 885-5141

RESOURCE SHOP

The study of drama has often been the forgotten son of the English Arts curriculum. That was the case in Springfield until 1972. With the aid of a mini-grant, Marion Beardsley initiated a theater arts elective which integrated a basic course in the principles of acting, voice and body exercises, improvisation, and general production within the regular curriculum. By conducting this course during regular school hours, many more students have had the opportunity to study and experience drama, both as a discipline and a performing art.

RON PAQUETTE received his B.A. from Johnson State College and has taught elementary school for three years. Ron is currently enrolled in a graduate program at Johnson and teaching at the Rumney School, Middlesex, Vermont.

RESOURCE AGENT: Ron Paquette
RESOURCE SHOP: Laboratory in the Vermont Legislature
SCHOOL: Rumney Memorial School
ADDRESS: Middlesex, Vt. 05659
TELEPHONE: 223-5429

RESOURCE SHOP

In the next two years, Vermonters will be celebrating the birth of the nation and the birth of our state. Materials for Vermont local government are scarce and when found, not easily reproduced. Over the last three years Ron has developed a bibliography of materials and learning packages specifically for use in elementary schools. These packages include simulation experiences and the use of film and tape recordings in the study of Vermont government.

As you look at the needs of future citizens, you can find materials and expertise that will answer these needs from Ron Paquette. He can help you with the use of media and the structure of your course. Ron feels that Vermont Government is an important aspect of social studies that can be an active, exciting experience. Birthdays are exciting and can be made meaningful educational experiences as well.

RESOURCE AGENT: Mary Lynn Riggs
RESOURCE SHOP: Creating a High School Filmmaking Program
SCHOOL: Essex Junction Educational Center
ADDRESS: Essex Junction, Vt. 05452
TELEPHONE: 878-3336

RESOURCE SHOP

MARY LYNN RIGGS graduated from the University of Vermont with an M.A.T. which included media training. She helped to create and implement an extensive media program at Essex Educational Center where she has taught English and filmmaking courses for three years. Mary Lynn is a central coordinator for the statewide Focus on Film program and has done several workshops for teachers in that framework.

Materials, equipment, sources and resources -- these are the topics that Mary Lynn Riggs will cover in her filmmaking resource shop. Since film can be used in a secondary classroom in many ways, Ms. Riggs has developed workshops to meet a variety of requests. Film in the English Classroom: Discussion and Writing Activities; How to Start a Filmmaking Program with Your Budget and Your Schedule; Using Film in the Subject-oriented Classroom; and A Filmmaking Day for Teachers are all presentations which Mary Lynn has prepared. The workshops would be tailored to the ways that film would be used in the classroom. Teachers could expect to either make a film or see several examples of student-produced films.

EARLE DUNPHY has seven years experience as a speech pathologist. He graduated from the University of Vermont and received the Roger Evernart Award for outstanding senior in 1966. Earle received his M.S. from the University of Vermont in 1969 and has studied Health Agency Administration at the University of Oklahoma. He has served as a speech pathologist, audiologist, language therapist and diagnostician. Earle is working for the Burlington School District as a speech pathologist.

RESOURCE AGENT: Earle Dunphy
RESOURCE SHOP: Guided Oral Language Development
SCHOOL: Burlington School System
ADDRESS: Burlington, Vt. 05401
TELEPHONE: 863-4521

RESOURCE SHOP

Task Analysis is an emurging approach to understanding and remediating language disorders. Earle Dunphy uses this technique with children in kindergarten and the first grade who are experiencing language difficulties as they begin the reading process. Examining reading as an auditory-vocal process, the Task Analysis method breaks down the language functions between encoding and decoding. As language deficits are identified, specific instructional procedures are developed to meet the students' needs. Techniques for identifying, evaluating and correcting language disorders, as they relate to the "Task Analysis" will be presented in workshops conducted by Earle.

RACHEL MCANALLEN has fifteen years experience in education. All of these years were spent as a classroom teacher at both junior high and senior high levels. She has experience as a master teacher and team leader in junior and senior high math programs. Rachel has also served as a mathematics program consultant in Vermont, New York, and Pennsylvania. She is presently Team Leader of the math department at Union #32 High School, Montpelier, Vt.

RESOURCE AGENT: Rachel McAnallen
RESOURCE SHOP: Individualized Learning Project in Math and Science
SCHOOL: Union #32 High School
ADDRESS: Montpelier, Vt. 05602
TELEPHONE: 223-5689

RESOURCE SHOP

Using a variety of instructional media, Rachel McAnallen and her algebra students at U-32 have created an individualized algebra program. Developing a math curriculum around tools other than texts has taught Ms. McAnallen that students assume more responsibility and demonstrate greater interest in math subjects when they have a voice in the process of education, the methods through which information is changed into skills. Stressing the teacher-student partnership, Ms. McAnallen and her algebra students will offer a workshop series which will present the process and practical application of an individualized program in math. Beginning with setting performance objectives, Rachel and her students will involve teachers in the production of individualized materials designed to allow each student to progress at his or her own rate of learning. Materials that will be used in these workshop presentations and follow-up visits will include video tapes, cassette tapes, language master cards, "write-on" slides, overhead transparencies, file cards and dittos; all of these being student produced.

Ms. McAnallen has also worked extensively with Cuisenaire rods, Dienes blocks, fraction bars, chip trading activities and many more of the manipulative math objects used on the elementary and junior high school level.

RESOURCE AGENT: Jonathan W. Osborn
RESOURCE SHOP: Comprehensive Career Planning and Placement
SCHOOL: Peoples Academy
ADDRESS: Morrisville, Vt. 05661
TELEPHONE: 888-4600

JONATHAN W. OSBORN has twelve years of experience in education as a guidance director and teacher of psychology. Jonathan has his A.B. in Sociology, Psychology and Geography. He received his Masters in Guidance Education from Springfield College in 1961 and has done additional graduate work at both the University of Vermont and Johnson State College. He is presently the Director of Guidance Services in Morrisville, Vermont.

RESOURCE SHOP

When do students really begin to understand the world that revolves around them? People involved with career education believe that this understanding must start early in education and be constantly re-enforced. Jon Osborn has worked with teachers in Morrisville, Vermont to institute a comprehensive career education program in grades 1-12. An awareness of one's own values, feelings, personality and intrapersonal relationships is the first discovery that helps children relate to the wider world outside the classroom. A recognition of the importance of work to the home and community is a second phase in the career education continuum. Teachers participating in Mr. Osborn's workshops will also be exposed to value clarification exercises and decision making strategies that are techniques for influencing a student's motivation. Hands-on activities for developing instructional units, role playing, and pre- and post-field trip activities are additional techniques with which Mr. Osborn has had experience. Educational planning, occupational exploration and actual placement are also phases of career education in which Jon Osborn might offer assistance depending upon the needs expressed by teachers requesting his workshops.

EVELYN CARTER was born in Vermont and attended Middlebury College for her B.A. in English and Drama and the University of Denver for her M.A. in Education and English. She has taught College English and Drama at Vermont College and the University of Vermont. Evelyn also has nine years of teaching experience at the senior and junior high level. She is now involved in ASPIRE, an experimental educational program at Burlington High School in Burlington, Vt.

RESOURCE AGENT: Evelyn Carter
RESOURCE SHOP: Alternative Secondary Practices
SCHOOL: Burlington High School
ADDRESS: Burlington, Vt. 05401
TELEPHONE: 863-4521, Ext.55

RESOURCE SHOP

Using creative dramatics with elementary aged children is Evelyn Carter's manner of interesting students in oral and written expression. All the activities that Evelyn has developed are carefully sequenced relating writing to dramatic exercises. This technique is especially useful with students between the fourth and ninth grades. In addition to the dramatic exercises, Ms. Carter has organized objectives and evaluation procedures as a means of determining student progress.

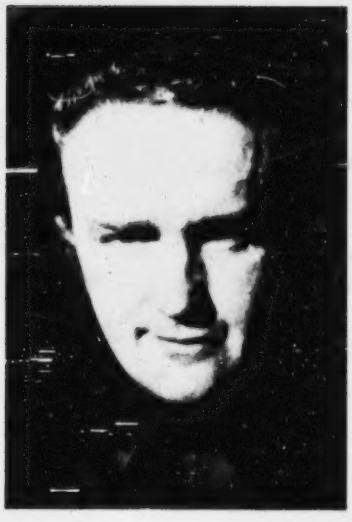
As a high school teacher in an "alternative" program, Evelyn recognized that students are often able to benefit from peer tutoring when other instructional methods fail. Using curriculum materials developed by and with students, Evelyn Carter and the Aspire staff have organized a system for developing a peer tutoring program complete with objectives, activities and evaluation procedures. In a similar manner, the Aspire program has also begun a Teacher Aide project for high school students. Using an orientation package with follow-up materials, Evelyn is able to place, monitor and evaluate the performance of high school students working in several elementary schools within the city of Burlington.

RESOURCE AGENT: Brenda LaDuke
RESOURCE SHOP: Music Program
SCHOOL: Brandon Training School
ADDRESS: Brandon, Vt. 05733
TELEPHONE: 247-5711

RESOURCE SHOP

BRENDA LADUKE began her professional career at the age of fourteen as an organist and Choir Director in Shoreham, Vt. Brenda has twenty years experience as an organist, Choir Director and Music Director, both in and out of the state of Vermont. In May of 1970 she became a psychiatric aide at Brandon and was asked to develop a music program to suit the needs of mentally retarded children. At the end of her first year as Music Director, Brenda had created a developmental and therapuetic music program for the children at Brandon Training School.

Music can make a therapuetic and developmental contribution in the growth of a handicapped child. Brenda LaDuke's musical program for mentally retarded children at the Brandon Training School concentrates on four dimensions of a handicapped childs growth. Using number and letter songs, vowel songs, vocal highs and lows and sound effect records, Ms. LaDuke develops a childs language abilities. Teachers utilizing this Resource Agent's service will also receive information and materials that will enhance the physical and the social development of the handicapped youngster. Using instruments designed by Carl Orff and simple rhythm instruments, Ms. LaDuke will demonstrate activities that classroom teachers can use with their children to stress cooperation in group situations. While many of these activities used by Ms. LaDuke have been used for the handicapped child, most can be applicable to all early music programs, kindergarten through grade six.



RESOURCE AGENT: Andrew Fisher
RESOURCE SHOP: Human Ecological and Environmental Development
SCHOOL: Concord High School
ADDRESS: Concord, Vt. 05824
TELEPHONE: 695-2550

ANDREW FISHER has seventeen years experience in education. He received his B.A. from St. Michael's College in 1954 and his M.A. in 1956. A social studies teacher, Mr. Fisher became interested in ecology teaching and in 1971, became Director of HEED, an ecology teaching program. This program was an outgrowth of two years work with elementary and high school students in Concord, Vt.

RESOURCE SHOP

An ecology program can be more than getting together an occassional field trip. Involving the community, utilizing ecological consultant services, student participation and teacher participation are all factors that contribute to a successful ecological program. Mr. Fisher, a social studies teacher working in rural Concord, Vt. has developed a K-12 ecological program making maximum use of local environmental resources. Utilizing high school students as ecological aids and community resource persons are two ways in which schools can limit expenses in developing an environmental program. Andy Fisher has also organized a permanent district ecology summer camp for elementary and junior high students to re-enforce the concepts and attitudes learned in the regular school ecology curriculum, employing district teachers, high school students and community leaders in the instructional phase.

RESOURCE AGENT: Elizabeth Anderson and Gail Lynk
RESOURCE SHOP: Development of Individual Learning Units
SCHOOL: Vergennes Union High School
ADDRESS: Addison Northwest District
147 Main Street
Vergennes, Vt. 05491
TELEPHONE: 877-3761 (Elizabeth)
877-2938 (Gail)

RESOURCE SHOP

Elizabeth Anderson and Gail Lynk have a broad range of experience and skill in reading in K-12. Schools and teachers throughout the country are aware of the importance of the first of the "three R's". These ladies can help along the entire continuum of reading, from testing to motivation, from phonics to comprehension. One of the biggest "new" ideas in education is individualization. In order to be effective, this method of instruction must be carefully planned and thought out. Gail and Elizabeth can help. If you need help in developing skill check lists or individualized learning units, in any area, grades K-12, these people have the experience. If the information you need deals with record keeping or teacher-made tests and materials, again they can be of use to you. Motivation is a key to a child's reading success. Some methods to help motivate youngsters have been developed by these two teachers. If you need some methods, some skills in reading, especially in individualizing your reading program, here is a resource.

GAIL LYNK has ten years experience in teaching both in the United States and abroad. She has been a reading consultant in Addison Northwest for four years and for the last three semesters has taught extension courses for the University of Vermont in Individualized Instruction. Gail also has experience in team teaching and as a Title I reading specialist.

ELIZABETH ANDERSON has thirteen years experience in grades one through four. She received her B.S. in Elementary Education from Castleton State College in 1960 and her M.A. of Education in Reading from the University of Vermont in 1968. Elizabeth has experience as a Title I reading specialist and as district helping teacher in Addison Northwest. She is now working with children in grades 1-4 and is located in Vergennes, Vermont.

LARRY MCNUTT has ten years experience in education. He received his B.S. in 1963 and his M.A. in Education in 1973 from the University of Vermont. He has done additional graduate work at St. Lawrence University and S.U.N.Y. at Potsdam, N.Y. He has taught U.S. History, World History, Geography, Consumer Economics and English. He has authored a course in Consumer Education for seniors in high school and since 1971 has been director of the Exemplary Career Education Projects for Franklin Northeast Supervisory Union.

RESOURCE AGENT: Larry McNutt
RESOURCE SHOP: Integrated Vocational Education Program
SCHOOL: Franklin NE Supervisory Union
ADDRESS: Richford, Vt. 05476
TELEPHONE: 848-7416

RESOURCE SHOP

People are the emphasis of the Career Education Program taking place in the Richford-Enosburg area. Working with teachers in a K-12 program, Larry McNutt stresses the importance of knowing about people and how they contribute to the life of their community. Career education at the elementary level consists of investigations of how people in our society live. Using tape recorders and cameras, students in the Franklin Northeast district interview the policemen, firemen, doctors, and carpenters of their communities to discover the values that they hold and why they enjoy whatever they may be doing. At the high school level, Larry McNutt has organized release time programs that enable high school students to get a taste of occupations which hold interest for them. Teachers participating in Mr. McNutts workshops can expect to see demonstrations and examples of activities that can be used within the classroom to "tie in" career education aspects with the regular classroom curriculum.

RESOURCE AGENT: June Aschenbach
RESOURCE SHOP: Capturing the Action
SCHOOL: Hinesburg Elementary School
ADDRESS: Hinesburg, Vt. 05461
TELEPHONE: 482-2106

JUNE ASCHENBACH received her B.A. from Columbia in 1960 and has studied photography at both the University of Vermont and Goddard College. Since 1968, she has been a freelance photographer specializing in the work of Vermont artists and the people and places of Vermont. June's work has appeared in publications, slide shows and traveling exhibits. She has performed photography workshops in public schools since 1970.

RESOURCE SHOP

Exploring the many ways of seeing is the approach that June Aschenbach has to photography. A lonely place, a place to be alone, people working, loving or happy, something wet or something cold, these are problems of content. Angle, texture, light and shadow are also elements of a photograph. Beginning with "seeing" exercises, June Aschenbach can work with teachers and students as early as kindergarten right through the eighth grade. Concurrent with the development of visual literacy skills, curriculum oriented photography projects can be undertaken. Ideally, projects should be designed to encourage a broader exploration of the community and environment. While schools having darkrooms and photographic equipment are best suited to June's Resource Shop, all the techniques she will suggest are adaptable to the regular classroom.

AMY DAVIS has been teaching Language Arts on the 7th and 8th grade level for five years. She received her B.A. from Oberlin College and her M.Ed. from Tufts University. She was teacher/director of the Dog River Arts School in Montpelier for three years.

RESOURCE AGENT: Amy Davis
RESOURCE SHOP: The Tree Tap
SCHOOL: Main Street School
ADDRESS: Montpelier, Vt. 05602
TELEPHONE: 223-6341

RESOURCE SHOP

What can a student learn from the man on the street? Well, if he has had the right preparation and knows how to listen and ask questions, quite alot. Amy Davis and her Tree Tap project did, as a result of an oral history program. The project included the art of interviewing, of developing questions that aren't answered by a yes or no and of learning to recognize important information through careful listening. Once learned, these skills can be applied to any curriculum area and serve to increase a students motivation in learning. Through her experience with Tree Tap and oral history techniques, Amy Davis is able to offer interested teachers help in introducing oral history to students, setting appropriate goals and alternative grading systems. She can also help in selecting and collecting equipment, demonstrating interview techniques and recording and basic picture taking for any teacher who would like to do some oral history at either the junior or senior high school level.

RESOURCE AGENT: Alan Glotzer
RESOURCE SHOP: Learning Disabilities "Accelerated Achievement Center"
SCHOOL: Leland & Gray Union High School
ADDRESS: Townshend, Vt. 05353
TELEPHONE: 365-7651

ALAN GLOTZER has had experience with both physically and perceptually handicapped children, as well as learning disabled children, and has had teaching experience both in special education and regular classrooms in New York City. He has a B.A. and M.A. in psychology from Hoftra University and for the last four years has been the director of the Accelerated Achievement Center at Leland and Gray Union High School in Townshend, Vermont.

RESOURCE SHOP

Working with high school and junior high aged learning disabled students at Leland and Gray Union High School, Alan Glotzer has developed a treatment approach which focuses upon the direct manifestation of a learning disability. At the same time, students take part in small group discussion activities designed to address motivational aspects of their learning problems. Workshops can be conducted on setting up an objectives based "individual progress program" in math using student aides and limited materials. Workshops could also be conducted in setting up an individualized reading program to deal with learning disabled junior and senior high youngsters. Various group activities aimed at resolving some of the social and behavioral problems related to reading can be included. Assistance is also available from Mr. Glotzer for schools wishing to implement a broader program for the learning disabled student.

RESOURCE AGENT: Emily Hausman
RESOURCE SHOP: Language Abilities Open Classroom
SCHOOL: Newbury Elementary School
ADDRESS: Newbury, Vt. 05051
TELEPHONE: 866-3621

RESOURCE SHOP

EMILY HAUSMAN graduated from Earlham College with a B.H. in Human Relations in 1969. Emily received her teaching certification through EDPA activity centered education program along with course work at Dartmouth College. She also participated in a year long internship before being certified in 1972. She has taught in a Title I enrichment class and has administered a Title I program in Newbury, Vermont.

An activity centered classroom makes use of a wide variety of games, materials and activities. Emily Hausman has utilized these techniques in her primary classroom to foster language development. Having high regard for the Moffett language development model, Ms. Hausman has developed theater games and other activities for generating writing interest among second and third graders. Resource Workshops conducted by Ms. Hausman will concentrate on those techniques that have effectively promoted learning in her own experience, as well as some activities that have proven to be ineffective.

Teachers Instructions

The Request Form is designed to help you determine what you want from your Resource Agent and will be used in the evaluation of the Resource Agent Program.

Instructions:

1. Before you call the Resource Agent, decide what you want from the workshop. The more specific you are, the easier it will be for the Resource Agent to plan and the more you will get from the workshop.

2. Once you have decided what you want from the workshop, call the Agent to determine the time and place for your session.

3. Fill out the Request Form, including the permission of your supervisor.

4. Mail this form to the Resource Agent.

5. The Agent cannot present a workshop until this completed form is in his or her possession.

6. Enjoy your workshop!

Resource Agent _____

Area of Presentation _____

Name of School to be served _____

Town _____

Date of Resource Shop(s) _____

Instructions: The purpose should contain what you need from the Resource Shop and how you intend to use this information.

Purpose:

Instructions: Below is a statement giving your Principal or Supervisor's permission for the Resource Shop. This must be signed before you mail this form to the Resource Agent.

I _____ approve this application
(Name and Position)
for the services of a Resource Agent as outlined above.

Date: _____ Signed: _____

Resource Agent _____

Area of Presentation _____

Name of School to be served _____

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